

PARENT INVOLVEMENT IN TITLE I PROGRAMS

NEPN/NSBA Code: KBF-R

This policy provides an understanding of the shared responsibility of the school system and parents/guardians in improving students' academic achievement and school performance. The Superintendent/designee will be responsible for distributing this policy to parents/guardians of students in Grades K-8 participating in the school's Title I program.

Because parent involvement is so important to a student's success in school, the Board encourages regular participation by parents/guardians in all aspects of the school's Title I programs in Grades K-8.

Rangeley Lakes Regional School provides opportunities for parent/guardian involvement that are aligned with the requirements of Title I programs set forth in law as follows.

- A. The school involves parents/guardians of students in Grades K-5 in the joint development of the school system's plan to help disadvantaged students meet challenging achievement and academic standards and in the process of school review and improvement by:
 1. Establishing a Parent Advisory Committee with parent/guardian representatives.
 2. Establishing effective and ongoing two-way communications between the school, staff, and parents/guardians;
 3. Developing a newsletter to communicate with parents/guardians about the school's Title I plan and to seek their input and participation; and
 4. Training staff to work more effectively with families with diverse cultural backgrounds and /or barriers such as illiteracy or limited English proficiency.
- B. The school provides the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance in Grades K-5 by:
 1. Providing information to parents/guardians about the system and various instruments that will be developed or used to monitor student progress;
 2. Providing workshops to assist in planning and implementing improvement activities;
 3. Holding training sessions for Parent Advisory Committee members so that there may be more effective liaisons between parents and school; and
 4. Seeking input from parents/guardians in developing workshops that will help them become more effective partners with the school in encouraging academic achievement.
- C. The school builds the capacity of the school and parents/guardians for strong parental involvement by:
 1. Developing and disseminating a master calendar of district-wide meetings to discuss Title I issues, including evaluation of and suggestions for the school's Title I policy;

2. Engaging school Parent-Teacher Organizations (PTOs) to seek out and involve parents/guardians through their communications and informational meetings;
 3. Promoting cooperation between the school and other agencies or school/community groups to furnish learning opportunities, increase awareness of support services, and disseminate information regarding parenting skills and child/adolescent development; and
 4. Provide ongoing communication about opportunities to serve on the Parental Advisory Committee, volunteer in the schools, and learn how to work more effectively with their children to extend and reinforce learning and foster achievement.
- D. The school coordinates and integrates parent/guardian involvement strategies for Title I programs (K-8) with those of other programs (such as Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:
1. Involving school and building representatives from other programs to assist in identifying specific population needs; and
 2. Sharing data between programs to assist in developing new initiatives to improve student academic achievement and school improvement.
- E. The school conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the grades served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), using the findings of such evaluation to design strategies for more effective parent/guardian involvement, and revising, if necessary, the parent/guardian involvement policies described in this section by:
1. Evaluating the content and effectiveness of the parent/guardian involvement policy through a variety of means such as surveys, workshops, focus groups, and informal meetings involving administrators, teachers, and parents/guardians;
 2. Identifying and overcoming barriers to effective evaluation and input, e.g., language support for parents/guardians who do not speak English or have limited English proficiency, scheduling multiple meetings at various times of the day or night, meeting in places accessible by public transportation, or providing a means of transportation; and
 3. Identifying potential policy changes and program improvements.

F. The school involves parents/guardians in the activities served under K-8 Title I by:

1. Keeping parents/guardians informed of the objectives of the school's Title I programs;
2. Providing communication and calendar information to alert parents/guardians of meetings or events and encouraging their participation;
3. Providing central coordination for district, school, and PTO meetings and other events to create a master calendar to facilitate parent/guardian participation; and
4. Promoting opportunities for parents as volunteers in the classroom and in school programs.

Legal Reference: 20 U.S.C. § 6318

Cross Reference: KBF: Title I – Parent Involvement

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